**Unit Planning Guide: Grade 6 Unit 3 (Weeks 11-15)**

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| Unit Title: Grade 6 Unit 3 “Writing is Thinking” | Pacing (Duration of Unit): 5 Weeks |
| Grade: 6 | Buffer Day(s):3-5 |

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| **Desired Results** |

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| **Transfer Goals** |
| *Students will be able to independently use their learning to:*  Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes   * Communicate ideas effectively in writing to suit a particular audience and purpose * Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes * Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts * Develop the habit of reading for enjoyment |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Standards (Priority Standards in bold):**  RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.6.2 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.6.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.  RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings  W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  c. Use appropriate transitions to clarify the relationships among ideas and concepts.  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from the information or explanation presented.  W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).  **W.6.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.  **L.6.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Use intensive pronouns (e.g., *myself*, *ourselves*).  c. Recognize and correct inappropriate shifts in pronoun number and person.\*  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*  e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*  L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  b. Spell correctly.  **L.6.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:** (Statements and concepts written in teacher friendly language which reflects the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)   * Cite evidence from text * Determine central idea or theme * Determine the meaning of words * Demonstrate the command of conventions and use * Engage effectively in collaborative discussions * Determine author’s point of view/explain how conveyed * Use text structure to understand the text * Compose informational writing pieces | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * What do you learn by reading a text closely? * What elements make my ideas interesting? * How do you share your ideas appropriately with others? * How do I learn more about an interesting topic? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** |  |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  *Students will know …*   * Analysis of Central idea of a text and topic development * Vocabulary: Greek and Latin Roots * 6 Traits of Great Writing * English conventions and usage * Textual annotation * Elements of informational/expository writing * Author’s point of view/author’s purpose   ACADEMIC VOCABULARY: organization, selection, transitions, pose. | **Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)  *Students will be skilled at:*   * Citing evidence through exact quotation and paraphrasing * Distinguishing between evidence that strongly supports a claim, and details which may be extraneous * Determining the meaning of unfamiliar words * Demonstrating a command of the English conventions and usage * Analyzing and evaluating textual features * Annotating texts |